

# *2022-2023*

**Title I Schoolwide (SW) Plan**

## District:

Betsy Chapman, Title 1 Schoolwide

ROBBINSDALE

RAPID CITY AREA SCHOOLS

School:

Building Principal:

BETH KEENEY

Select One:  Initial Plan for new SW Program

Revised Plan for a school currently operating an approved SW Program

SD DOE State Title I Representative

Date Completed:

**Budget Implications**

Describe how federal funds will support the Schoolwide Plan. Narrative provided here must be supported by budget entries in the Consolidate Application. If funds other than Title I will be used, please include this in the description.

**Services for Students:**

* Assistant Principal - 1
* Intervention Strategist – 0
* 4th Grade Teacher – reduce class size
* Purchase necessary resources and supplies that focus on Tier 1 instruction in literacy and mathematics, including technology resources, including, but not limited to:
  + Math manipulatives and resources
  + Leveled books and decodable readers
  + Resources, supplies, and technology to supplement literacy and math instruction
    - Scholastic News, Learning A-Z,
* Purchase resources to support and Tier 1 and Tier 2 behavior and attendance initiatives.
* Purchase resources and supplies to implement a safe school environment including recess, pick up and drop off routines, etc.
* Purchase training, resources, and supplies to implement Trauma-Informed Practices:
  + Conscious Discipline training, coaching, and supplies
  + Supplies to create a safe, predictable learning environment
    - Seating solutions – both flexible and structured
    - Student regulation supplies
* Additional pay for teachers and money to purchase necessary supplies to provide students who require additional instruction outside of the duty day to mitigate learning loss.
* Purchase services and supplies to integrate STEAM activities and cooperative learning strategies into the school day.
  + Dakota STEAM LLC ($40,000)
  + Kagan Cooperative Learning ($10,000)
  + Mystery Science

**Professional Development:**

* Teaching and Learning Coach - 1
* Additional pay for activities outside the school day that relates to improving Tier 1 instruction that include, but are not limited to:
  + Leadership team meetings to guide the work of PLC implementation
  + For teachers and teams to analyze student work and data to improve instruction
  + Provide standards-based professional development
  + Addressing rigor and engagement in lesson design
  + Conscious Discipline implementation
* Contract consultation services that provide professional development to teachers that relate to improving Tier 1 instruction that includes:
  + Addressing student engagement and cooperative learning strategies.
    - Kagan Cooperative Learning
  + Continued implementation of trauma-Informed, brain-based Social Emotional supports
    - Conscious Discipline Premium and digital resources and digital
* Provide substitutes and/or services for teachers to participate in data analysis, curriculum road mapping, coaching cycles, and peer observations during the school day.
* Provide professional development to staff by attending conferences and workshops.
  + Solution Tree, Instructional Coaching Group, Plain Tree, Conscious Discipline, Kagan Cooperative Learning, and other Tier 1 instruction focused events.
* Professional development for admin and PD staff (coach/literacy) in instructional coaching.
  + Innovate 2 Educate, Solution Tree, The Instructional Coaching Group, Bright Morning Group.’

Purchase PD Supplies for book studies, reflection, and implementation

* Purchase services and materials to aid in instructional planning.
  + Planbook subscription

**Family Engagement:**

* Money for resources, staff, and materials for parent education and family engagement activities.
  + Light meal provided for evening activities to remove attendance barrier.
  + Childcare/Student Activity services if needed for parent education nights to remove attendance barrier.
    - Dakota STEAM to provide materials, resources, and support for student engagement activities on Family Nights.
* Communication Resources for Families
  + Smore Newsletter Subscription
* Four Family Engagement Nights focusing on Literacy, Math, STEAM, SEL, and other instructional strategies.
  + Dakota STEAM provided materials, resources, services, and support.

**Component 1: §1114(b):**

**Comprehensive Needs Assessment (CNA)**

To ensure that a school’s comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment once every five years and use the results to regularly monitor and revise the plan. (ESEA section 1114(b)(3) and section 1114(b)(6)). In addition, plans should be evaluated annually to ensure they accurately reflect the education program provided to student.

Through the needs assessment process, a school **must** consult with a broad range of stakeholders, including parents, school staff, and others in the community (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)), and examine relevant academic achievement data to understand students’ most pressing needs and their root causes. Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

**Evidence**: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the school community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

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| **Describe the school’s Comprehensive Needs Assessment (CNA) process.** |
| **Narrative:**  To guide the work of the district's strategic plan, all 23 schools of the district during the 2021-2022 School Year participated in a Comprehensive Needs Assessment (CNA).  This CNA was conducted by ICLE will provide the foundation of information as to the district's future vision, goals, and provide data on areas of success and areas of improvement needed to drive student success outcomes. The Robbinsdale Needs Assessment rated Robbinsdale as Emerging in the areas of Teaching and Instructional Leadership and Developed in Organizational Leadership.  In the fall of 2017, Robbinsdale participated in Family Friendly Walkthrough.  The leadership team analyzed the data and found patterns that will be addressed during the 2020-2021 school year.   A parent survey was distributed in October 2020. Results of the survey provided feedback on safety practices, support families needed and information to share with parents.  Robbinsdale participated in the FACE district plan development and will be participating in a “next step” plan this school year utilizing this data set. |
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| **Summarize the results and conclusions:** |
| **Narrative**  **Key Strengths**   * Positive relationships exist between staff and students, students and students, and among the staff itself. * Data systems are routinely audited to ensure they continue to align to vision and goals, and data checks occur every six weeks. * Various assessment data is available and used to monitor student progress. * Students said that they feel safe, cared for, and encouraged to do their best. * There is evidence of some parent involvement and planned parent/community activities. * The school desires to increase existing partnerships. * Leadership is actively encouraged at all levels. The building leadership team is now the * Impact Team (IT). Each member of the IT agrees to serve as leaders of other committees. * It is known that for learner environments to be engaging, they must be relationship based and aligned to student needs. * Teachers and staff understand that formative assessment tools can be powerful guides in day-to-day and week-to-week instructional planning. * Teacher input is valued in building a professional learning program that will provide teachers the support and tools they need to realize student achievement goals. * There is a vision statement for staff and students and an action plan has been collaboratively created.   **Key Challenges**  **Teaching**   * A complete articulation, both vertical and horizontal, is needed for grades K-5. There has been limited work on this, but teachers are willing to continue. * In the majority of classrooms visited, the real-world relevance of the content was not observed. Students were rarely shown how the material connected to other classes, subjects, or careers. * Although instruction is sound, there is room for lessons to contain higher levels of rigorous and relevant instruction. Teachers can significantly increase the rigor and relevance of instruction by collaboratively planning higher-level activities and assessments in all subject areas. * Scheduling professional development and collaborative planning time for staff to integrate instruction that aligns with state standards is challenging. * A deeper dive into rigorous and relevant instruction is needed.   **Instructional Leadership**   * The school is aware of the need to include families and the community in the education of their students and are working on improving family involvement and helping parents with their children's needs. * Improving high impact instructional strategies to increase rigor, relevance, and learner engagement is an overall need throughout the school. * Staff have limited time to share best instructional practices. * Data plays a key role in planning targeted professional development opportunities for teachers. Providing and creating time for differentiated professional development for school-based staff is a need.   **Organizational Leadership**   * Administrative practices need to be incorporated that (1) monitors teacher progress in implementing research-based instructional strategies and raises expectations for student achievement and (2) supports teachers to reach their goals consistently. A walk-through observation system would be beneficial. * The continued use of the DSEI to monitor, assess, and collaboratively debrief implementation of the various systems and structures should be considered to increase rigor and relevance in instruction. * Ways to build on existing communication methods are needed to inform all stakeholders of instructional and organizational changes in a timely manner and engage them in school improvement processes. * Continued strengthening of data gathering and analysis processes would be helpful. * Common formative assessments would aid collaborative debriefing cycles on the various initiatives and implementation efforts. * With increased engagement and communication, parents can more fully support the school’s vision and mission and help students become college and career ready.   Parent surveys indicated that parents would like to be informed about homework tips, e-learning materials, upcoming events, and technology help. There was interest in participating in virtual family events around Conscious Discipline.  Data Picture of Robbinsdale Elementary:  Robbinsdale Elementary School is a public school that serves students kindergarten through 5th grade and is in Rapid City, SD. The total student population at the school is 347. Of those students, 25% identify as American Indian/Alaska Native, 1% as Asian, 1% as Black/African American, 15% as Hispanic/Latino, and 52% as White/Caucasian, and 19% as two or more races. 19.8% of Robbinsdale students receive special education services. The mobility rates is 35.57%, or 1 movement per 2.81 students. Robbinsdale Elementary is a school-wide Title 1 school and a CEP school where all students receive free breakfast and lunch.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **2022** | **SBAC Scores** | | | | |  | **ELA (proficient)** | **RCAS** | **Math (proficient)** | **RCAS** | | 3rd Grade | 33% | 36% | 17% | 40% | | 4th Grade | 33% | 39% | 25% | 36% | | 5th Grade | 26% | 44% | 9% | 32% |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Grade** | **Acadience Reading**  **at or above proficiency** | **RCAS** | **Acadience Math**  **at or above proficiency** | **RCAS** | | K | 33% | 51% | 29% | 52% | | 1 | 24% | 44% | 38% | 44% | | 2 | 22% | 49% | 17% | 38% | | 3 | 37% | 55% | X | X | | 4 | 34% | 47% | X | X | | 5 | 33% | 50% | X | X |  |  |  |  |  | | --- | --- | --- | --- | | **Grade** | **MAP ELA – Robbinsdale** Average or Above | **MAP Math – Robbinsdale** Average or Above | **MAP Science -Robbinsdale** Average or Above | | 3 | 41% | 40% | 50% | | 4 | 44% | 55% | 50% | | 5 | 56% | 41% | 60% | | \*Fall ’22 scores | | | |   Robbinsdale performs below the district average in all areas. Given the provided data, both quantitative and qualitative, Robbinsdale has identified the flowing next steps and goals:   * Increased focus on quality, tier 1 instruction in ELA and math * Improved understanding of standards across grade-levels * Increased focus on explicit teaching strategies, especially in phonics * Increased communication about relevance of learning targets * Improved clarity about what students should learn and success criteria * Increased engagement and rigor of lessons * Increased understanding in lesson design and effective delivery of instruction * Development of assessment capable learners |
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Component 2: §1114(b) (7)(A)(i):

**Provide a description** of schoolwide reform strategies, that may include interventions that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

NOTE: If federal funds will be used to provide food for family engagement activities the school MUST include why it is necessary and reasonable to do this in the Schoolwide plan. If providing food removes a barrier to involving parents and family members in the education of their children and can be justified, then it is reasonable and necessary. The burden of proof is on the district to justify these expenditures.

**Provide information** on how the selected strategies will increase student achievement in underperforming subgroups, if applicable**.**

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| **Narrative:**  Rapid City Area Schools will continue utilization of MAP (NWEA) Progress Monitoring for both elementary and middle school levels.  This will provide integral data collection frequently for student growth and monitoring capabilities to enhance and align assessment capabilities within the district.  All students will receive high-quality Tier 1 instruction with support from the teaching and learning coach, literacy specialist, and intervention staff. Teachers provide differentiated instruction within the Tier 1 instruction block. Grade-level teams will engage in high quality lesson design by identifying priority standards, determining learning targets and success criteria, and developing assessments based on those targets. Students who do not make progress on those targets during Tier 1 instruction will be provided intervention services to meet their differentiated needs. Robbinsdale has 1 literacy and 1 intervention teacher to help provide differentiated supports for students who are not responding to Tier 1 instruction. Teachers will utilize math and reading screener data and diagnostic assessments to determine point of need instruction for students. Robbinsdale will implement multi-tiered systems of support for students who are not making the expected growth.  Tier II services include direct services with a teacher.  Teachers will receive in-building professional development and in-class coaching to develop the PLC processes, instructional strategies, and student engagement with Kagan.  Teachers will collaborate during common plan time and during ½ planning days, while Dakota STEAM provides supplemental Tier 1 STEAM activities to students.  The Tier 1 Student Support team will implement a tiered system of supports for behavior and attendance, including trauma-informed practices and Conscious Discipline. Teachers will continue to receive training in Conscious Discipline by attending building-level trainings, in-classroom coaching, and by attending Conscious Discipline conferences. Each grade level will implement a grade-level problem solving process to address student needs and implement interventions at the Tier 1 level.  A Tier 2 Student Support team will review student data and implement more intensive supports that address behavior and attendance.  Parent meetings will be set up to address significant behavior needs and to collaboratively develop behavior intervention plans. |
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| **Include a description** of how the reform strategies will be evaluated for effectiveness.Evidence-based research strategies are based on identified needs and designed to raise the achievement level of all students on content standards. |
| **Benchmark/Evaluations:**   * SBAC data * Acadience Math and Reading data * NWEA MAP Math and Reading data * Data team cycle agendas and protocols and assessments * Coaching cycle protocols * Attendance and behavior data |

Component 3: §1114(b) (7)(A)(ii):

**Provide a description** of schoolwide reform strategies being implemented that: **1)** use methods and instructional strategies that strengthen the academic program in the school; **2)** increase the amount and quality of learning time; **and** **3)** help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

NOTE: If federal funds will be used to provide food for family engagement activities the school MUST include why it is necessary and reasonable to do this in the Schoolwide plan. If providing food removes a barrier to involving parents and family members in the education of their children and can be justified, then it is reasonable and necessary.  The burden of proof is on the district to justify these expenditures.

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| **Narrative:**  Robbinsdale’s master schedule allows for common plan time for all grade-level teachers.  This common time will provide teachers an opportunity to analyze data and plan for targeted instruction. Robbinsdale will implement the Data Team process to provide differentiated instruction that is based on priority standards identified through the PLC team. The principal, assistant principal, Teaching and learning coach and literacy specialist will support teachers and teams in standards-based planning, data cycles, utilization of the rigor and relevance framework, and creating positive classroom culture. Substitutes will be provided to allow for time for teachers to participate in coaching cycles with the teaching and learning coach to help improve their instructional practices and create a safe learning environment for teachers and students.  Dakota STEAM Learning will supplement student’s STEAM, Literacy, and Math instruction by providing half-day project-based learning for students, while also allowing grade-level teams time to analyze data, discuss instructional strategies, and collaborate about best practices. The teaching and learning coach will support teachers in providing high quality classroom instruction by engaging them in coaching conversations, modeling best practices, and structured coaching cycles.  The School Improvement team will meet monthly to review school progress of the school improvement plan and goals.  Supplemental Leadership teams (literacy, math, student services, and climate and culture) will meet regularly to review data and implementation of the school improvement plan.  The leadership team will provide professional learning to staff in the areas of student engagement, instructional strategies, and rigorous lesson design.  All teachers at Robbinsdale will have training and continuous professional development in Conscious Discipline.  All staff will have training in suicide prevention.  Kagan Cooperative Learning will provide a 1 day training and on-site coaching in student engagement and cooperative learning.  Opportunities for collaboration, continuing education, and professional learning are provided through participation in on-site and district professional development options, as well as conferences and workshops. Staff participate in a wide range of professional learning opportunities including but not limited to technology, math, literacy, social-emotional learning, trauma-informed practices, and teambuilding. |
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| **Include a description** of how the reform strategies will be evaluated for effectiveness.Evidence-based research strategies are based on identified needs and designed to raise the achievement level of all students on content standards. |
| **Benchmark/Evaluations:**   * Data team agendas and notes * Behavior and attendance data * Math and literacy CFA data * Acadience Math and Reading data * NWEA MAP Math and Reading data * Work samples and student observations * Professional development agendas and reflection * Pre/post data conversations around data and growth and intervention * Administrative walk throughs and evaluation process to monitor teacher follow through with implementation of professional learning. |

Component 4: §1114(b) (7)(A)(iii):

**Provide a description** of schoolwide reform strategies that the school is implementing to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include—

* Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;
* Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
* Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
* Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
* Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
* If programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program need to be described in the narrative.

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| **Narrative:**  Within our district's strategic plan, the Whole Child Initiative, enables the district to meet students where they are academically, socially, and culturally. Whole Child's four components are cultural proficiency, suicide prevention, trauma-informed practices, and restorative practices. Rapid City Area Schools will utilize Conscious Discipline with fidelity as the trauma-informed and restorative practices strategies in all elementary and middle school buildings of the district. RCAS will be utilizing the “train of trainer” model in providing training to all new staff and continued training for all staff.  Title 1 schools may utilize professional development funds for ongoing training if necessary.  Robbinsdale School focuses on the whole child.  To implement RCAS Whole-Child initiatives, staff have participated in trauma-informed and Conscious Discipline professional development. Robbinsdale staff receive on-site coaching and professional development in Conscious Discipline and implement those structures to create an emotionally safe learning environment for both teachers and students.  Grade-level teams will hold problem solving meetings to address behavioral problems in their classrooms.  These teams will have consultation from the assistant principal and intervention specialist.  In addition to Tier 1 social-emotional and behavioral supports, a Tier 2 student support team will review data and provide additional supports such as small group counseling, skill-building groups, and individualized plans. A team including the assistant principal, behavior interventionist, instructional strategist, and classroom teachers will collaborate to implement interventions and continuous monitoring of those plans.  The counselor at Robbinsdale plans lessons according to the SD standards in counseling and follows the Comprehensive Counseling plan designed for district elementary schools.  This includes anger management, problem solving, study skills, bullying, friendships, social skills, school behavior, goal setting, impulse control, and careers. The counselor provides Tier 1 instruction the school and organizes small groups of students based on need.  Robbinsdale utilizes a counselor from Behavior Management who provides services and support to students and families.  “Circle Up” time is scheduled first thing every morning in every classroom.  This time provides focus to our behavioral expectations, problem solving skills, and other social-emotional needs. Our behavioral expectations are, “Be Safe, Be Respectful, Be Responsible” as well as “The 7 Habits”. A Circle-Up lesson resource has been created to provide guidance to teachers and is supplemented by the Sanford Harmony lessons which are also used by the counselor.  Robbinsdale will implement a “House” system to provide teambuilding and mentorship across grade-levels.  Student leadership activities will focus on the Conscious Discipline powers and developing leadership and empathy skills to Robbinsdale students.  Robbinsdale hosts four parent engagement nights throughout the year, as well as grade-level family events to create a welcoming environment to parents and families.  These nights focus on literacy, math, and STEAM2 activities.  Dakota STEAM Learning will provide supplemental resources and content for Literacy, Math, and STEAM family nights at Robbinsdale. Robbinsdale and the Family and Community team revises the Family/School Compact each year.  Rapid City Area Schools participate in the South Dakota New Teacher Mentoring program which provides mentor teachers to 1st and 2nd year teachers.  Robbinsdale utilizes this program, as well as additional building staff, to support new teachers to the profession and to Robbinsdale.  Coaching and consultation support are provided to all new teachers.  RCAS offers Kindergarten screening for all incoming students and provides a “soft-start” to new Kindergarten students, easing them into the more rigorous school day. |
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| **Include a description** of how the reform strategies will be evaluated for effectiveness and what evidence will be used. Evidence-based research strategies or activities could be: student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate**.** |
| **Benchmark/Evaluations:**   * Monthly Tier 1 and Tier 2 student support meetings to review discipline and attendance data. * Grade-level problem solving teams to address Tier 1 interventions. * Monthly School & Family Climate and Culture meetings. * Family Engagement Event Fliers |

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